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ABSTRACT

This exposition of the activities of school administrators and teachers for uniting the school and community presents career education as a new system of public education. Basic changes suggested in the organizational and administrative structure of local education agencies focus on the following requirements: (1) a director of school-community relations, (2) a general advisory committee to work with him, (3) designated school in each geographic school district for developing community involvement, (4) district advisory committees, and (5) organized activities that will modernize school-community relationships. These activities include a series of partnerships between specific employers and people in education, allowing for short-term commitment where necessary in order to involve as broad a base as possible of community and school personnel. Community resource workshops for participants are recommended to provide participants a forum for learning, interchange of ideas, and development of cooperative programs. The name and address of the executive secretary of the National Community Resource Workshop Association is given for readers who want detailed information on organizing and conducting such a workshop. Training seminars for volunteers in the school programs are discussed and recommended. (Author/VT)

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**CAREER EDUCATION:
INVOLVING THE COMMUNITY
AND ITS RESOURCES**

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CAREER EDUCATION:

INVOLVING THE COMMUNITY AND ITS RESOURCES

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INTRODUCTION

If the K-12 school based career education concept and philosophy is to revolutionize public education—as it has full promise and potential—it must be rooted in the schools of our nation while its practicum is fed, enriched, enhanced, and expanded by and into the communities served by the schools. Career education calls for more than expanding supervised excursions into the community, carefully designed study units and resource materials in the classrooms, well conceived and interesting projects in the school laboratories and shops, work-study, and cooperative education. Career education means all this, but it also means involvement of community institutions, organizations, and people in the school—and involvement of school administrators, teachers, and students in the community—in order to assure relevancy and reality of the school programs and activities to the world and life outside the school. If career education is to help youth in becoming responsible and productive individuals in a continuously changing and developing society and civilization, the cherished professional isolation of educators must be discarded for a new type of professional educational leadership—the kind of leaders who will literally tumble the school walls down so that students and teachers will continually be in the community and the community in the schools.

The history of public education is replete with concepts and programs embraced by educators which have called for community resource involvement and cooperation. All of these programs have succeeded to a certain extent when the educators have succeeded in enlisting the services and assistance of community people and institutions. That most educational experimenters have failed in such efforts is poignant testimony to their lack of training, experience, and understanding of how to motivate, organize, and guide community leadership in the service of its most important public service—its public schools. That a number of educators have succeeded makes it imperative that we build into the career education practice those factors which promote success in developing community involvement, and make certain we do not engage in any activities that will repel or inhibit community cooperation, participation, and identification with its schools and school people.

It has taken a long time for the concept of career education to jell and surface; it is the most exciting and promising concept for the total redirection in which our public education system must engage to meet the challenges of our times; it must not be allowed to fail or flounder simply because we do not undertake those difficult but necessary activities for involving the community and its resources in our schools. This paper is an exposition of those activities in which school administrators and teachers must engage if they are to truly bring the schools into the community and the community into the schools.

ORGANIZING FOR COMMUNITY INVOLVEMENT

To move career education from a concept to a reality, it must be seen as a new system of public education rather than as a program. To become a system, it will be necessary to make some basic changes in the organizational and administrative structure of the local education agencies committed to career education, particularly in those matters affecting community involvement and working relationships. Each of the factors listed below will be discussed in some detail in the remainder of this paper.

- 1) Appoint a director of school-community relations who reports directly to the superintendent of schools, and is responsible for planning, developing, and supervising the entire program of school-community relations including involvement in career education. All present headquarters staff assigned to industry and business coordination and involvement—distributive education, cooperative and work-study coordinators, and their supervisors—will report directly to the Director of School-Community Relations.
- 2) Establish a general advisory committee for career education to work with the Director of School-Community Relations. If the school superintendent or board of education has previously appointed an advisory committee on community relations, then the career education advisory committee should be a sub-committee. If there is a general advisory committee for vocational education serving the school system, this committee should be redesignated for career education.
- 3) Organize the school system into geographic districts with one school in each district designated as the "home school" for staffing and developing community involvement. Appoint a district coordinator of school-community relations to direct and supervise all school-community relationship personnel, activities, and programs. All local school staff assigned to industry and business coordination and involvement—distributive education and cooperative and work-study coordinators—will report directly to the District Coordinator of School-Community Relations.
- 4) Establish a district general advisory committee for community relations with a sub-committee on career education to work with the district Coordinator of School-Community Relations. Industry and business advisory sub-committees should be established for major occupational groupings or clusters of occupations for which education and training is offered under career education. Occupational cooperating

sub-committees should be established for vocational and technical educational programs in grades 10 through 12.

5) Organize activities such as:

- a) Promoting educational partnerships between a company or organization (or a group of companies or organizations) and an individual school whereby the company "adopts" a school and the school "adopts" the company in order to maximize cooperative relationships for development of career education opportunities.
- b) Conducting community-education resource workshops for teachers and principals, and community leaders to uncover available community facilities and personnel and to develop face-to-face cooperative working relationships.
- c) Conducting training seminars for volunteer community people who will serve as school aides in a variety of ways to be made available by career education.

Director of School-Community Relations

Understanding what motivates business, industry and other community organizations and leaders to become involved on a volunteer basis in their community's schools, knowing what services they can and will offer and providing for appropriate school organizational structures and personnel are the foundation stones on which local school administrators must build community participation in career education. The first major action, then, in organizing for community involvement is for the school superintendent to appoint a director of school-community relations for career education.

The Director should be responsible for planning, organizing, directing, supervising and coordinating the school-community activities and programs related in any way to career education. All such staff of the local education agency as distributive education, work-study and cooperative education coordinators should be under the supervision of the Director of school-community relations. If there is a general advisory committee for vocational education serving the school superintendent or supervisor of vocational education, the committee should be re-named the General Advisory Committee for Career Education and transferred to the Director of school-community relations. If no such committee exists, it should be established with the Director serving as its executive secretary.

The Director should be responsible for selecting and appointing district school-community coordinators and serve ex-officio on all district general advisory committees.

The Director of school-community relations for career education should be able to organize, conduct and address meetings of leaders from all segments of the community concerning school policies and programs. He must also be able to interpret for school people the manpower educational and skill needs of business, industry, and government and be able to assist educators at all levels in translating these needs into the system of career education program offerings. He must be as comfortable in dealing with industry executives as he is with school administrators. He must fully understand community organization, know what motivates laymen to become involved in public service, and have had experience in organizing and leading such involvement. He should be familiar with public relations techniques in dealing with individuals, companies, non-profit organizations and the general public.

His first major responsibility will be to arrange for various community-wide organizations, trade and professional associations, and major business and industrial employers to agree to be represented on the General Advisory Committee and support the career education concept of the public schools. With the help of the Committee, he will develop guidelines for specific involvement of employers and other community organization leaders in the schools. These guidelines will also be used by the district coordinators, district advisory committees and other community liaison personnel in individual schools.

The Director must be thoroughly immersed in the concept and philosophy of career education and be able to explain the system to all facets of community leadership and organization. He must be an executive and a leader in his own right for he will be supervising, training and guiding the district school-community coordinators and the individual school based community coordinators.

Beyond providing the above general description of the responsibilities of the Director of school-community relations for career education, we must leave to his judgment, enthusiasm and ability the manner in which he will function in his job. At this moment in time we have very little in the way of either precedent or model to spell out details of his expected job performance. We do know, however, what he is expected to accomplish, and shall hold him responsible for bringing the community into the schools and arranging for the schools to reach out into the community.

The General Advisory Committee

The General Advisory Committee for career education should be selected and appointed jointly by the Director of school-community relations and the superintendent of schools. The

supervisor of vocational education for the local education agency should assist in this process since he has been working with business and industry leaders and organizations. If he had established an advisory committee of this group, the committee could form the basis of the new general advisory committee for career education.

The general committee is to provide advice and make recommendations affecting the planning of the total career education system of the local education agency. It is concerned with the broad range of the career education needs of the community and the extent to which the public schools are meeting these needs. It has the responsibility of helping the Director of school-community relations to coordinate school programs with the education and training programs provided by employers, other public agencies and private schools—as well as among the various public schools in the system. It has the additional responsibilities of “selling” career education to the top business, industrial and community leadership in the area, the school board, the school superintendent, other leading educators, the general public, and legislators at the local and state levels. It is concerned with helping formulate general plans and policies and establishing priorities; but more important than everything else—helping obtain community-wide support and involvement.

In order to meet these objectives, it is obvious that the membership of the General Advisory Committee must:

- 1) Be broadly representative, as well as representing, the major interests of the organized business, industrial, governmental and community life of the metropolitan area;
- 2) Consist of leaders of the above groups;
- 3) Have the support of their companies, organizations and agencies so that they can devote the necessary time to work on the committee; and
- 4) Have demonstrated previous interest and involvement in programs and problems of education, training and manpower.

As a general statement, the status of the members of the committee should closely parallel that of the members of the board of education. Anything less will militate against the appropriate degree of acceptance, by the board and superintendent, of advice and recommendations submitted by the committee.

Supportive staff services are to be provided the committee by the Director of school-community relations. In addition, the Director, acting as executive director of the committee,

will arrange for lines of communication for the committee with the State Advisory Council on Vocational Education, the District Advisory Committees on Career Education and with other manpower and career development agency advisory committees in the metropolitan area of the local education agency.

District School Community Coordinators

The key people in making a career education system work in a local education agency are the district school-community coordinator, his district advisory committee, and the distributive education work study and cooperative education coordinators. Not only will it be their responsibility for persuading the employers and other community organizations and institutions which can contribute to career education activities to become so involved, but also to assist curriculum designers and teachers to build career education concepts into classroom, laboratory and shop programs. The district coordinator will be responsible for organizing, training, supervising and scheduling the activities of the coordinators assigned to his district. He will also be responsible for such things as maintaining and scheduling school busses assigned for use in his district for transporting students back and forth from community visitations, and arranging part-time employment opportunities. In addition, he will serve as executive secretary to the District Advisory Committee.

Much of what we have said about the personal characteristics and capabilities of the Director of school-community relations applies to the district coordinator. The differences may be ascribed primarily to experience, age and levels of responsibility.

The district coordinator will maintain his office in the headquarters school. He will assign his various coordinators to that school and the others in his district to work with the principals, guidance counselors and teachers in designing their programs, and to also devote part of their time, on a planned and scheduled basis, in calling on community organizations, institutions and employers to involve them in the school programs. The coordinators will also be responsible for placing and supervising work-study and cooperative education students at their places of employment within their district.

In addition to these general responsibilities, the district coordinator will assign to one or more of his coordinators an occupational area cluster in which they are to develop considerable knowledge as to content, employment opportunities and industry organization. Other coordinators will be responsible for developing relationships and intimate knowledge of various institutions in the district which are or should be cooperating with the schools. This "expertise" will be needed by both the school people and the members of the District Advisory Committee in formulating program plans and activities.

District Advisory Committee

There is no way to overstress the importance of the District Advisory Committee in the development of a career education system in the public schools of our communities. For the district committee is the community in the school—and is the instrumentality through which the school can recruit the totality of the community's resources.

It is of little avail for educational planners, curriculum designers, project dreamers and lesson plan writers to attempt to formulate real life and career situations and activities in the schools without the assistance of people, organizations and institutions outside the school walls. This is the situation which has prevailed for too long in our schools and which career education philosophy rejects. Career education for youth can and should be based in the schools, but it must be rooted in the life of the community and will flourish only if it is fed by the resources available within the community. Educators, therefore, in planning for school based career education, must develop their ideas, programs, and projects in cooperation with and the help of representatives from all facets of the community served by the schools in a particular district. The most viable strategy for obtaining such assistance is through the organization of a district advisory committee for career education.

Since the career education system is constructed around the occupational cluster concept from K through grade 12, it is obvious that the advisory committee members should be chosen to represent as many as possible of the major occupational cluster categories accepted as operative for the local education agency. Some 15 such categories have been identified by the U.S. Office of Education, and it can be assumed that most school systems will adopt these same categories as their models. It can be expected that some school systems will prefer a larger number of more discrete categories. In any event, it is recommended that the District Advisory Committee be at least large enough to represent each one of these categories. For the most part, employers or employing organizations will serve as the representatives. However, other segments of community life and organization should also be represented, particularly minority groups and organized labor. If a minority group member is also an employer, so much the better.

The District Coordinator—with the assistance of other district officials, the advice and guidance of the Director of Community Relations and the General Advisory Committee—will select members of the District Advisory Committee. The District Coordinator will serve as executive secretary to the committee. Since each member of the committee will be representing a particular occupational cluster, and since the various school coordinators will each be responsible for developing expertise in an occupational cluster area, committee members and school coordinators should be paired as a team in working with other school people and employers.

For those secondary schools within the district offering industrial arts, vocational and technical education programs, the District Coordinator—with the assistance of his school coordinators, the vocational teachers and the District Advisory Committee chairman—will appoint sub-committees of the district committee to serve as community representatives for these schools. For school programs designed to develop competency in specific occupations, the sub-committees will function as occupational cooperating committees as described in *Industry and Vocational-Technical Education* (Burt, 1967).

Members of the District Advisory Committees will require in-depth orientation in the concepts of career education, particularly with reference to elementary school, junior, and middle high school levels. The elementary school concepts may present more problems than vocational school programs in terms of the services which the committee can provide because business and industry people have not generally been involved in the lower level programs. It will be the responsibility of the coordinators to guide the committee in their planning for such services. A number of these services are described in the several appendices of the book, *Volunteer Industry Involvement in Public Education* (Burt and Lessinger, 1970). The community resource workshops for teachers and community representatives, described elsewhere in this paper, will be a major strategy for developing the necessary range of cooperative activities to be undertaken by the district advisory committee members.

The District Committee will be of invaluable service in helping the coordinators arrange for individual employer and community institution involvement in the school programs. We can envision all the employers in an industrial park, an airport, or a shopping center within a district becoming totally involved with the schools for purposes of providing on-site visitations, part-time and eventually full-time employment, laboratory facilities, and business office experiences to young people in or leaving school. Organizing for such involvement can be facilitated, with a minimum of school personnel time and effort, by the members of the committee. Furthermore, the individual members of the committee could be instrumental in persuading companies and institutions to engage in educational partnerships with individual schools in the district.

The District Committee will work closely, of course, with its occupational sub-committees in the vocational and technical school(s) within the district. The sub-committees will keep the District Committee advised of program and activity development, as well as the effectiveness of the programs which they were organized to serve. In turn, the district committees will advise the General Advisory Committee of problems and progress.

From these insights into the role of the district committee, and its sub-committees, it is possible to determine the type of people and status level in their companies and organizations who should be asked to serve on the committee. The district committee employer members

should be leaders in their fields of business, industry, profession or government employment. The community institution representatives should be well known and respected in their community. One of the problems in finding such people willing to serve on the committee is that many of them will live in communities other than where they are employed or conduct their businesses. Therefore, individuals will have to be found who can devote some part of their working week to service for and in the schools not located in their home communities. While this situation does pose problems, it can be resolved satisfactorily by persuasive efforts and good staff work of the coordinators.

Members of the occupational cooperating sub-committees should be frontline supervisors and foremen—people who are directly responsible for hiring, training and firing employees. Their primary contribution to career education is their intimate knowledge as to the skill and personality requirements of the specific jobs under their supervision. It is this type of person who can help the vocational and technical teacher maintain his instructional program geared to the current requirements of the world of work. Much has been written about the membership of the occupational cooperating committee and there is no need to dwell at any length on this matter in this paper.

Special Activities

Educational Partnerships. When planning for volunteer involvement of community organizations, institutions and people in public education, we must expect a continually changing scene and "players." Employers who may provide facilities, services, and jobs one year may not be able to do so a second year; museums which offer laboratories and tutors this year may not have the funds to do so next year; volunteer aides in the schools come and go. New and additional organizations and people and new ways of community-school cooperation will need to be developed every year. Long-term continuing relationships will be the exception rather than the rule. But the cost/benefit ratio of volunteer community involvement is so demonstrably in favor of the schools as to warrant the continuing effort of school people at all levels of the system.

This does not mean, however, that we should not make every effort to develop strategies to minimize the ebb and flow of volunteer resources and to stabilize community-school cooperative relationships to as high a degree as possible. One such strategy, which is rapidly gaining favor, is the "educational partnership" formed between a specific company (or an organization) and a specific school. In effect, the company "adopts" the school, and the school "adopts" the company, or a group of companies or organizations may "adopt" a school. Under such an educational partnership arrangement, the company concentrates all its volunteer efforts to improve, enrich and expand the educational program of a single school; in turn

the school looks to that company as its primary resource for community involvement. Whatever personnel, money, space, equipment, personnel can be committed by the company for volunteer service to public education, it is channeled to its adopted school. The company and the school identify with each other, develop cooperative relationships together, and become, in effect, a partnership satisfactory to both parties. This "locking-in" of a school with a community resource offers, in the opinion of many observers, the long-range commitment so desperately needed as the base for a community-school cooperative program.

These educational partnerships are discussed in detail in a recently published book *Volunteer Industry Involvement in Public Education* (Burt and Lessinger, 1970). Suffice it to say that in addition to the company-school partnerships, I can visualize educational partnerships being developed between community organizations in a number of ways:

- 1) A neighborhood businessmen's organization providing rent-free space for use of the district's schools in a neighborhood business section, shopping center or industrial park;
- 2) An office building owner providing rent-free space for use of the district's schools as his contribution to an educational partnership sponsored by employers occupying the office building; and
- 3) A professional or trade association sponsoring a particular school with all the association's members committed to assisting the school.

In each of these examples I have sought for some way of arranging for a long-range commitment by a group of responsible community people or organizations so that a cooperative relationship can continue even though the members of the group may change.

If a company or organization is sufficiently large (e.g., a public utility) it usually assigns a staff member and will allocate a budget to promote the various facets of an educational partnership with a school. For this reason, most existing educational partnerships have been arranged with large employing organizations. However, as I have indicated above, there are other strategies available for developing educational partnerships in a metropolitan community. I would charge the school system's Director of school-community relations and the District Coordinators with the responsibility for developing educational partnerships as a matter of first priority after the establishment of their advisory committees. As stated earlier, these partnerships can be the base or foundation on which most of the other school-community cooperative programs will be built. Certainly no other programs offer as much potential for long-range planning, exposure, and solid achievement in terms of career education concepts and practice.

Community Resource Workshop. The purpose of a community resource workshop is to:

- 1) Provide a forum for representatives of business, industry, government and other community leaders to discuss mutual interests with educators;
- 2) Serve as a clearinghouse to representatives of education, business and other groups for the development of cooperative programs; and
- 3) Promote and encourage communication and cooperation between all segments of community life and schools in order to assist the continuing development and improvement of education programs.

It is at such workshops that school administrators and teachers learn what and how to ask from employers in the way of volunteer cooperation with the schools. At the same time, industry learns how and in what ways it can best participate in school programs and problems to the benefit of students, teachers and school administrators. The workshop participants visit industries and business, government and other community resources available to the schools and how to best utilize these resources. They study field trip procedures and produce teaching units, research papers, film strips and catalogs of community resources, including people in the community with special skills, hobbies, and interests willing to work as volunteers.

Among the community facilities which may be discovered as willing to cooperate in some way with the schools in career education are:

- 1) Museums
- 2) Public libraries
- 3) Business, industry, union, government agencies, and hospitals conducting in-service educational and training programs which would provide space and even training programs for public school students
- 4) Universities
- 5) Employing professional people such as lawyers, doctors, dentists, and accountants
- 6) Shopping centers
- 7) Airports

8) Churches

9) Trade and professional associations

The above list is but an indication of the vast array of potential cooperating organizations which could be persuaded to provide personnel, facilities, resource materials, transportation and even money in order to improve, expand and enrich public school programs.

Specifically, the workshop participants would obtain from the companies, and other organizations they visit, the following types of information:

- 1) Names of speakers available to describe business, industry, and government organizational operations;
- 2) Names of speakers available to describe occupations to youth groups;
- 3) Names of executives and professional personnel who could serve as classroom, shop and laboratory lecture resources;
- 4) Names of executives willing to serve on advisory committees to the schools;
- 5) Persons available to counsel with and tutor individual students; to sponsor part-time employment, work study and cooperative education;
- 6) Sources for display material, models and mockups (on loan or gift);
- 7) Available surplus equipment and scrap materials for school shops and laboratories;
- 8) Available company and government agency technical libraries for use by teachers and students;
- 9) Plant, store, and business office guided tour possibilities;
- 10) Organizations willing to conduct world-of-work workshops for teachers and counselors;
- 11) Organizations which will provide summer employment for teachers and counselors;
- 12) Available instructional movies and film-strips;

- 13) Available job descriptions for all kinds of jobs performed in the area;
- 14) Available scholarships and awards for outstanding and/or needy students; and
- 15) Available equipment and material for school shop and classroom use on either a donated or loan basis.

The important role of the community resource workshops in career education is that, in addition to involving the educators in discovering and publishing a catalog of community resources, personnel and facilities available to the public schools, they also will come face-to-face with employers and government agency people and will develop first-hand knowledge of how much these people do want to constructively help and participate in improving public education. In this process of expanding their knowledge and understanding of each other, the educators and community representatives should be able to actually arrange for specific cooperative working relationships—beyond identification and listing of possibilities—which are needed to make the career education system of the public schools the reality it can be.

A community resource workshop is probably the first step to be taken by district coordinators, after establishing their District Advisory Committees, in laying the groundwork for developing the educational partnerships discussed elsewhere in this paper.

For detailed information on how to organize and conduct a community resource workshop, write to Dr. Bertis Capelhart, Executive Secretary, National Community Resources Workshop Association, c/o The American Iron and Steel Institute, Washington, D.C. Under the sponsorship of this Association over 20,000 teachers, school administrators and industry people in various communities throughout the United States have participated in the workshops since they were first organized in 1952.

Training Seminars. In a recent penetrating and perceptive analysis of changes taking place in public education in England and the United States, a researcher studying the role of volunteer services in effecting change, reported:

Moral support for a good education from the community is perhaps more important than money. Only when there are strong support and understanding in the community can a start be made toward change. Even a pilot program on a very small scale must be widely approved and understood before it is started, for it will almost certainly experience difficulties unless there be widespread faith, fortitude and patience, and at the same time honest reporting about what is going on . . . Volunteer parents, instead of being wasted on teas and fund-raising, can, after brief training, be used in many ways such as offering their own skills and experiences in the classroom, helping the teachers with housekeeping

and making needed materials, serving in or organizing the library, even building a swimming pool, a recreation area, or a museum, all of which have been accomplished by parents in some schools in England (Hapgood, 1971:69).

But knowledgeable and skilled volunteers in public school programs—whether as aides in the classroom, laboratory, or as advisory committee members—do not appear by accident. No matter how willing and dedicated they may be or even how self-serving their involvement, they will be ineffective without some modicum of orientation and training by school people who understand what motivates volunteer service to public education, the parameters within which volunteerism must take place, and what services can best be provided by volunteers. Fortunately, this thesis has been accepted by many school systems utilizing volunteers in their schools—thanks to the efforts of the National School Volunteer Program (NSVP) headquartered in New York City. The NSVP, with funds from several foundations, has developed a training program and other guidelines for volunteers in the schools which are implemented by full-time staff in the system using volunteers. As a matter of fact, a number of schools systems require all their volunteers to complete the course of training before being permitted to serve in the schools. This training program is also promoted and supported by the Office of Coordinator for Citizen Participation, United States Office of Education. Since details of these training programs and guidelines for volunteers are available from the Office of Education, there is little I could do in this paper other than to urge that all volunteers involved in career education be exposed to the recommended NSVP training program, with modifications as may be determined necessary by the type and level of volunteer service being offered.

As an example of such modifications, I cite the workshops for vocational education advisory committee members I have personally conducted during the past several years for a number of school systems. I have found that a single three-hour workshop session for business, industry, labor and professional people interested in volunteer service to help improve and enrich public education, with follow-up by committed school personnel, can make the difference between rhetorical discussion and beneficial involvement. Training programs for other types of volunteers, as demonstrated by the National School Volunteer Program, will achieve the same impact. Considering the tremendous gains to be achieved by the comparatively few hours devoted to such programs, it is obvious that such training must be a *sine qua non* to achieve the results envisioned by volunteer community involvement in career education.

CONCLUSION

For those managers of our public schools who firmly believe that their communities—its people, organizations and institutions—are educational resources which must be fully utilized if public education is to fulfill its promise, the effort necessary to involve the community in its schools is simply part of their day-by-day administration. They will probably have gone beyond the suggestions contained in this paper and helped organize regional and local industry-education councils, modeled after the Northern and Southern California Industry-Education Councils (Burt and Lessinger, 1970) as well as local organizations affiliated with the National Center for Voluntary Action.* In participating, organizing and pursuing such activities and programs, as well as those outlined in this paper, we see a high degree of sophistication on the part of public school administrators in utilizing their community resources. Such sophistication will be one of the marks of those school systems which do achieve the objectives and goals implicit in the career education concept.

*For Detailed information, write *The National Center for Voluntary Action*, Washington, DC.

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- * **ABSTRACTS OF RESEARCH MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION (ARM)** is published quarterly and provides indexes to and abstracts of research and related materials.
- * **COMPUTER TAPES** of AIM and ARM contain resumes of over 6,000 documents on vocational and technical education that have not appeared in RIE.
- * **RESEARCH IN EDUCATION (RIE)** and **CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)** are monthly publications. Many of the documents announced in AIM and ARM are also listed in RIE, the Central ERIC publication. Journal articles reviewed by the Clearinghouse are announced in CIJE, the CCM Corporation publication.

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A new project, the Supportive Information for the Comprehensive Career Education Model (SI/CCEM), is using the ERIC document base to provide information for the development of the Comprehensive Career Education Model (CCEM). In addition to using ERIC, the project staff is helping to acquire additional materials for CCEM. Many of these are being announced in AIM, ARM, and RIE.

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The Clearinghouse engages in extensive information analysis activities designed to review, analyze, synthesize, and interpret the literature on topics of critical importance to vocational and technical education. Review and synthesis papers have been prepared on many problems or processes of interest to the entire field. Current emphasis is upon interpretation of major concepts in the literature for specific audiences. Recent career education publications have been developed that clarify and synthesize for program developers and decision-makers the theoretical, philosophical, and historical bases for career education.

USER SERVICES

In order to provide information on ways of utilizing effectively the ERIC document base, the Clearinghouse provides the following user services:

1. Information on the location of ERIC microfiche collections;
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Your comments, suggestions, and questions are always welcomed at the Clearinghouse. In addition, any documents you feel are beneficial to educators may be sent to the Clearinghouse for possible selection and inclusion into AIM, ARM, or RIE.

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DESCRIPTORS—*Career Education; School Community Relationship; *Community Resources; *School Community Cooperation; *School Community Programs; Community Role; Community Involvement; Administrator Role; *Program Administration; Advisory Committees.

ABSTRACT—This exposition of the activities of school administrators and teachers for uniting the school and community presents career education as a new system of public education. Basic changes suggested in the organizational and administrative structure of local education agencies focus on the following requirements: (1) director of school-community relations, (2) a general advisory committee to work with him, (3) a designated school in each geographic school district for developing community involvement, (4) district advisory committees, and (5) organized activities that will modernize school-community relationships. These activities include a series of partnerships between specific employers and people in education, allowing for short-term commitment where necessary in order to involve as broad a base as possible of community and school personnel. Community resource workshops for participants are recommended to provide participants a forum for learning, interchange of ideas, and development of cooperative programs. The name and address of the executive secretary of the National Community Resource Workshop Association is given for readers who want detailed information on organizing and conducting such a workshop. Training seminars for volunteers in the school programs are discussed and recommended. (MU)